

REQUEST FOR PROPOSALS

21st Century Community Learning Centers Program
2006-2007

Title IV, Part B
of the
No Child Left Behind Act of 2001

Submission Deadline: August 30, 2006

**Virginia Department of Education
Division of Instruction
James Monroe Building – 23rd Floor
101 North Fourteenth Street
Richmond, Virginia 23219**

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM REQUEST FOR PROPOSALS (RFP) PACKAGE

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**Virginia Department of Education
Technical Assistance Workshop
21st Century Community Learning Centers
July 27, 2006 - 10 am – 3:30 pm**

Please confirm your attendance by indicating name(s) of attendee(s). Please send the completed form to:

Conference Registrar
Virginia Tech
702 University City Blvd, Mail Code 0272
Blacksburg, VA 24061

or fax to (540) 231-3306 no later than July 19, 2006. If you have registration questions, you may call Ms. Alice Clawson at (540) 231-5182.

Attendee: _____

Attendee: _____

Attendee: _____

Attendee: _____

Technical Assistance Workshop Location
The Sheraton Park South
9901 Midlothian Turnpike
Richmond, Virginia 23235
804-323-1144

The workshop will include a question and answer session. Please send questions in advance to Ms. Janet Farber by e-mail at janet.farber@doe.virginia.gov or fax at (804) 371-7347 no later than four (4) business days prior to the above session date.

Recommended attendees for the session are:

- The grant writer;
- A representative from the school division applying for the grant;
- A representative from the community organization applying for the grant;
- Representatives from the schools served by the grant's program such as
 - Principal
 - Lead teacher
 - School improvement team chair
- Community partners and/or co-applicants

DIRECTIONS TO THE SHERATON PARK SOUTH MAY BE FOUND AT
http://www.starwoodhotels.com/sheraton/search/hotel_detail.html?propertyID=832

REQUEST FOR PROPOSALS

BACKGROUND INFORMATION

STATEMENT OF PURPOSE:

The 21st Century Community Learning Centers (CCLC) grant program was established by Congress as Title X, Part I, of the Elementary and Secondary Education Act (ESEA). It was reauthorized by Congress under the *No Child Left Behind Act of 2001*. The purpose of the 21st CCLC program is to establish or expand community learning centers that provide students with academic achievement enrichment opportunities along with activities designed to complement the students' academic program.

Through a competitive process, the Virginia Department of Education will award 21st CCLC grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development. Grantees awarded funds from the August 2006 competition must begin the program within 30 days after the notification of the grant award.

RATIONALE FOR PROGRAM/PROJECT DESIGN:

The Virginia Department of Education will fund projects that provide significant expanded learning opportunities for children and youth, and that will assist students to meet or exceed state and local standards in core academic subjects. Applicants are encouraged to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21st CCLC.

SUBMISSION DEADLINE:

The closing date for this competition is **Wednesday, August 30, 2006, at 4 p.m.** Applications must be **received or postmarked** by that date to be eligible for review. **Anticipated date of award announcement will be October 2006.**

GRANT APPLICATION PACKAGE:

The grant application may be downloaded from the Department of Education Web site at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/21stCentury.html>.

ELIGIBLE APPLICANTS:

Nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations are eligible to submit a proposal for this competition.

STUDENTS SERVED:

Students to be served by the proposed community learning center must attend schools with a poverty threshold of 40 percent or more.

Students attending private schools and the families of those students are eligible to participate in the 21st CCLC program on an equitable basis. Grantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant. In addition, students with special needs attending targeted schools are eligible to participate in 21st CCLC programs and applicants must plan accordingly.

FAMILIES SERVED:

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services must be provided to families of students to advance the students' academic achievement. However, programs are open only to adults who are family members of participating children.

AUTHORIZED ACTIVITIES:

Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of activities outside of the school day (including during summer recess periods) that advance student academic achievement, including—

- (1) Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) Mathematics and science education activities;
- (3) Arts and music education activities;
- (4) Entrepreneurial education programs;
- (5) Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) Recreational activities;
- (8) Telecommunications and technology education programs;
- (9) Expanded library service hours;
- (10) Programs that promote parental involvement and family literacy;
- (11) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- (12) Drug and violence prevention programs, counseling programs, and character education programs.

PERFORMANCE INDICATORS

Performance indicators have been established for Virginia's 21st CCLC grant program. The goal, objectives, and performance indicators will be used as the criteria for monitoring and evaluation of 21st CCLC programs.

As required by Title IV, Part B of the *No Child Left Behind Act of 2001*, the evaluation section of the application should clearly state how the indicators below will be (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and (ii) made available to the public upon request, with public notice of such availability provided.

Goal

Virginia's 21st CCLC will enhance and support participant student academic achievement by providing enriched, content-based learning opportunities, supported by meaningful parent and community engagement so that students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.

Objective 1

Virginia students attending schools that primarily serve a high percentage of students from low-income families and regularly attending a 21st CCLC program will show gains on language arts and mathematics SOL assessments.

- Indicator 1.1 The percentage of students regularly participating in 21st CCLC programs who meet minimum proficiency or make progress in reading/language arts on the Standards of Learning assessment from one year to the next, **OR** make progress using a three-year rolling average in unadjusted scores from one three-year period to the next, **OR** a reduction in the failure rate of participants in unadjusted scores by at least 10 percent from one year to the next.
- Indicator 1.2 The percentage of students regularly participating in 21st CCLC programs who meet minimum proficiency or make progress in mathematics on the Standards of Learning assessment from one year to the next, **OR** make progress using a three-year rolling average in unadjusted scores from one three-year period to the next, **OR** a reduction in the failure rate of participants in unadjusted scores by at least 10 percent from one year to the next.

Objective 2

Family members of students who participate in local 21st CCLC will show increased engagement in opportunities for literacy and related educational development.

- Indicator 2 Program participant family members will participate in program activities as reported by school staff and activity logs.

“Regular Program Attendees” is defined by the U. S. Department of Education as those participants who attend 30 or more days during the program year, including summer.

ABSOLUTE PRIORITY:

By statute, grants can be awarded to programs that serve students who attend schools with a high concentration of low-income students. This priority specifically defines these schools as those eligible for designation as a Title I schoolwide program school. To be eligible for this designation, at least 40 percent of the students must qualify for free or reduced-price meals through the National School Lunch program. The Virginia Department of Education “SY 2005-2006 Free and Reduced Price Lunch Program Eligibility Report” identifies the schools eligible under this priority. The Eligibility Report is located at <http://www.doe.virginia.gov/VDOE/Finance/Nutrition/SchoolLevel-Free&ReducedEligibilityOCT2005.pdf>.

NOTE: The school(s) to be targeted for extended learning opportunities must be listed on the Eligibility Report and must have at least 40 percent of the enrolled students qualifying for free or reduced-price meals. Discrepancies such as school name changes or school merges must be addressed in the application.

Applications can be submitted for more than one eligible school within a school division.

COMPETITIVE PRIORITY:

A competitive priority of ten points will be awarded by the Department of Education to applicants that:

- (1) Propose to serve schools that have been identified by the Virginia Department of Education as “Accredited with Warning” based on the 2005-2006 Accreditation Status or that did not make Adequate Yearly Progress (AYP) for the 2005-2006 school year; and
- (2) Jointly submit applications between at least one local education agency (LEA) receiving Title I, Part A, funds and at least one public or private community organization. (A joint submission is an application that clearly demonstrates the collaboration and cooperation between the LEA and the community organization. The partnership outlined in the application includes detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation.) NOTE: To meet the requirements for competitive priority points, a LEA that applies alone, i.e., not in a partnership, must document, if applicable, that it is unable to partner with a community-based organization of sufficient quality and within reasonable geographic proximity of the proposed community learning center facility.

The “2005-2006 Accreditation Ratings” report is available at <http://www.doe.virginia.gov/VDOE/src/accred-final-05.xls>. Adequate Yearly Progress assessment results for the 2005-2006 school year by division and by individual school are available at <http://www.doe.virginia.gov/VDOE/src/vasrc-reportcard-intropage.shtml>.

Local education agencies that do not have qualified community organizations within reasonable geographic proximity may still receive competitive priority points. However, these LEAs are required to document the lack of agencies or organizations with which to collaborate and must

still propose to serve students attending schools identified for improvement in order to qualify for the priority.

NOTE: The “local education agency” is considered to be the school division administration, not the individual school. The Virginia Department of Education will make the final determination of the competitive priority points.

AWARD AMOUNT/PERIOD:

Grant amounts awarded under this program will be a minimum of \$50,000 as required by law [section 4204(h)], but not more than \$200,000. By statute, the Virginia Department of Education will not consider for funding any application that requests less than \$50,000. In addition, the statute requires the Virginia Department of Education to ensure that awards are of sufficient size and scope to support high quality, effective programs [section 4203(a)(5)(A)].

The grant award period is for one year with possible continuation funding for an additional two years based on the Virginia Department of Education’s determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application, the availability of funds, and operation of the grant program as submitted in this RFP.

Special Note: All awards are subject to the availability of federal funds. All applications are subject to budget review and revision prior to finalization of the award. Grants are not final until the grant contract is executed.

NUMBER OF AWARDS:

The Virginia Department of Education cannot estimate the number of grants that will be awarded due to the range in grant amounts. The Virginia Department of Education reserves the right to conduct an additional competition during the school year, if necessary, to ensure that all funds are awarded.

LOCATION OF CENTER/TRANSPORTATION OF STUDENTS:

The Virginia Department of Education may approve an application for a community learning center to be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. All applications must include a detailed plan that addresses how students will be transported safely to and from the community learning center and home.

The Virginia Department of Education will determine if the plan provides sufficient detail and evidence to demonstrate that the alternate facility would be available, safe, and easily accessible.

PRINCIPLES OF EFFECTIVENESS:

Applicants must indicate how they will meet the *principles of effectiveness* described in the law. According to the statute, programs or activities must be based on:

- (1) An assessment of objective data regarding the need for programs outside the school day (including summer school programs) and activities in schools and communities;
- (2) An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
- (3) If appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards.

SCIENTIFICALLY-BASED RESEARCH:

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

When providing services in core academic areas where scientifically-based research has been conducted and is available – such as reading and mathematics – a community learning center should employ strategies based on such research.

REVIEW OF PROPOSALS:

A panel of peer reviewers will score the applications based on the selection criteria described in this Request for Proposals. Only applications that meet the absolute priority will be reviewed as part of the grant review process.

To provide for an equitable geographic distribution of awards, proposals will be grouped by the Superintendents' Regions and will be reviewed with the other proposals submitted within that region. A listing of the school divisions within each regional group is available at <http://www.doe.virginia.gov/VDOE/dbpubs/doedir/>. The highest scoring proposals from each region will be funded pending available federal funds.

IMPLEMENTATION OF PROGRAM:

The funds to be awarded as part of this RFP are intended for use during the 2006-2007 school year.

PROPOSAL CONTENT and SELECTION CRITERIA

(Refer to the “Grant Application Submission Standards/Format” on page 20 for information on application format.)

Peer reviewers will use four criteria to evaluate applications for funding. The relative weights for each criterion are indicated in parentheses, with a possible total of 100 points. Each criterion is presented in bold type below and followed by supporting instructions and guidance regarding how the criterion applies to this competition. The peer reviewers will use these criteria to guide their reviews.

Respondents to this Request for Proposals should address the following areas in the Program Narrative:

1) Need for the Services (30 points)

The application should demonstrate: (1) that the students to be served have need for academic enrichment opportunities designed to help them meet state and local academic achievement standards in the core academic subject areas such as reading and mathematics; and (2) that the families of those students need opportunities for literacy and related educational development.

The application should address the following components as outlined by the statute:

- (1) An evaluation of the community needs and available resources for the community learning center;
- (2) A description of how the proposed program is expected to improve student academic achievement; and
- (3) A description of how the proposed program will address the students’ and family members’ needs (especially the needs of working families).

The application should also describe in detail the discussion and collaboration that occurred with other organizations within the community during the application development process. If partnering organizations are not located within reasonable geographic proximity of the proposed community learning center facility, the LEA must document the lack of agencies or organizations with which to collaborate.

Review Criteria

- A detailed description of the school/student/family needs using the most current data available (for example, the Title I needs assessment) has been provided and available resources have been evaluated.
- A detailed description of how the proposed community learning center program is expected to improve student academic achievement has been provided.
- The process for selecting the participating school(s)/student(s) has been described.
- The criteria to measure and the process used to track the participation of family members have been described.

2) Project Design/Services (30 points)

The application should describe the program activities outside the school day or summer recess to be funded. The goals, objectives, and anticipated outcomes to be achieved by the proposed project should be outlined. These goals, objectives, and anticipated outcomes should be specific, measurable, and clearly linked to the needs identified in the Need for Services section. The application should explain how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. The application should also describe how the applicant incorporated the principles of effectiveness as described in section 4205(b) of the statute. (See Appendix B.)

The applicant should employ strategies based on scientifically-based research when providing services in core academic areas – such as reading and mathematics – where such research has been conducted and is available.

The proposal should also address the following components as outlined by the statute:

- (1) A description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home;
- (2) An identification of federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- (3) A description of the partnership(s) created and how the partnership(s) will provide services to students participating in the community learning center and the families of those students (clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results);
- (4) If the applicant plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and
- (5) A description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1801-0004, Section 427.

The proposal should include the After-School Activity form. The proposed activity can be offered to either eligible students or family members and demonstrate the type of high quality academic support/enrichment that would be offered during the school year.

A “high quality” activity is one that exhibits one or more of the following qualities:

- Complements the school day
- Documents impact on student outcomes
- Develops strategies for parent engagement
- Builds school-community partnerships
- Incorporates technology.

The “enrichment activity” can fall within one of the three primary types of after-school activities:

- Tutoring/Homework Help – Extends the students’ daily classwork into after-school. Tutors or teachers help students complete their homework, prepare for tests and work on concepts covered during the school day.
- Enrichment – Expands on students’ learning in ways that are different from the school day. They are often interactive and project focused allowing participants (students and/or their family members) to apply knowledge and skills stressed in school to real-life experiences.
- Recreation – Does not necessarily address academic concepts, but can include lessons learned in recreational activities including social skills, teamwork, leadership, competition, and discipline that demonstrates a connection to improving achievement in mathematics or reading/language arts.

Letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application can be placed in the application appendix. Applicants are advised that the quality of the letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. These letters are to be attached at the end of the completed application.

Review Criteria

- Goals, objectives and outcomes are clearly identified and measurable. (The SMART goal rubric will be used in the evaluation of the goals. SMART goals are Specific, Measurable, Attainable, Results-oriented, and Time-bound.)
- The proposed project is developed in a manner consistent with the principles of effectiveness.
- Activities, strategies and the implementation plan have been clearly detailed, are appropriate and address academic and developmental needs and are based on up-to-date research and effective practices.
- The proposed after-school activity is a strong example of a high quality academic support/enrichment activity.
- Services for family members, especially adult members, have been included.
- A timeline for program implementation and evaluation activities has been provided.

- Proposed hours of operation and number of days per week have been included.
- Facility usage and transportation needs have been adequately addressed.
- The application describes staff and volunteer needs and includes a professional development plan of sufficient intensity/duration.

3) **Management Plan/Budget (20 points)**

The application should describe the structure of the project and the procedures for managing it effectively. (Include an organizational chart, position descriptions for key staff, and timetable for key program events.) The application should plan and provide resources for ongoing staff development and training. The application should make clear that appropriate resources and personnel have been carefully allocated for the tasks and activities described. If the proposal is a joint application, the management plan/budget should demonstrate there is adequate support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization to implement the program. The application should address the issue of planning for sustainability after the grant period ends and elaborate upon how the school division and partnering organizations will assist in sustaining the project.

Using the Budget Narrative form, provide a detailed and itemized budget narrative that illustrates how grant funds as well as funds from other sources will be used in the initial project year. Using the Budget Request form, include any matching or in-kind funds that will be utilized in the implementation of the program for the first year.

The budget should adequately cover program expenses, including transportation expenses, and should demonstrate how existing resources, such as computer labs, libraries, and classrooms will be leveraged to carry out proposed activities. Costs should be allocated, and will be judged, against the scope of the project and its anticipated benefits. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. Applicants should provide evidence that their plans have the support of the school division (if applicable), service providers, and participants (students and family members). All applications should show that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

It is strongly encouraged that budgets for first year grantees include funds for a team of project staff members (up to three persons) to attend a two- or three-day national 21st CCLC Summer Institute. Funds should also be included to cover travel and lodging expenses for staff members to attend two statewide staff development institutes. Proposed travel for staff development and student field trips should be detailed to the extent possible. Other out-of-state travel requires written prior approval from the Department of Education.

Grant funds cannot be used to purchase facilities, telecommunications equipment (such as cellular phones or two-way radios) or support new construction. The proposal should also address the following components as outlined by the statute:

- (1) A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible; and
- (2) A demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Review Criteria

- A description of the partnerships to be formed, services that will be provided, and the working relationship of all partners has been included.
- The applicant has enlisted the support of diverse communities (i.e., community-based, faith-based, local educational agencies and cultural organizations).
- The local educational agency is a co-applicant, if not the lead agency, in the project.
- The application provides an explanation of how classroom teachers will work with 21st CCLC staff to ensure the implementation of appropriate student activities that enhance the school day.
- The project effectively links and builds upon available local, state and federal resources, including other *No Child Left Behind Act of 2001* resources.
- Costs are reasonable in relation to the activities, design, and numbers to be served. Budget/project reflects effective use of existing resources.
- Funds have been included for evaluation expenses or evaluation costs have been identified as an in-kind contribution.
- Funds have been budgeted/identified for professional development activities, including the U.S. Department of Education sponsored national 21st CCLC institute and the regional professional development institutes.
- A sustainability plan has been outlined.

4) Evaluation (20 points)

The proposal should include an evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. The plan should identify the organization/entity that has agreed to serve as the evaluator for the project and describe the qualifications of the evaluators. It should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders about success at the project site(s).

It is essential that applicants adequately address their capacity to access and collect appropriate progress report and evaluation data. Applicants must also demonstrate their capacity and willingness to provide all requested evaluation data to the Virginia Department of Education and the Secretary, U. S. Department of Education.

Review Criteria and Budget

- The evaluation plan includes measures/outcomes tailored to reflect the needs of students in the eligible schools and the family members of those students.
- The evaluation information will be able to show the impact the project has had on student academic performance.
- The applicant agrees to participate in any evaluation activities conducted by or for the Virginia Department of Education and the Secretary, U. S. Department of Education.
- If the applicant is not a LEA, school personnel have agreed to provide information required to fulfill the evaluation requirements.
- No more than \$5,000 should be budgeted for implementing the annual local evaluation.
- The application clearly states how the established performance indicators will be used to refine, improve, and strengthen the program or activity, and be made available to the public upon request, with public notice of such availability provided.

**U. S. Department of Education
Non-Regulatory Guidance on
21st Century Community Learning Centers
(Excerpts)
February 2003**

Complete document is located at

<http://www.ed.gov/programs/21stcclc/legislation.html>

U. S. Department of Education NON-REGULATORY GUIDANCE (EXCERPTS)

Non-Regulatory Guidance for the 21st CCLC Program

Non-Regulatory Guidance (dated February 2003) is available at the U. S. Department of Education Web site at <http://www.ed.gov/programs/21stcclc/legislation.html>. Included below are selected excerpts from the Non-Regulatory Guidance. Refer to the complete document for additional information.

What is a 21st CCLC?

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

What organizations are eligible to apply for 21st CCLC funds?

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations now eligible to apply under the 21st CCLC program include, but are not limited to: nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations, or entities to apply.

For what activities may a grantee use 21st CCLC program funds?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. In the Department's view, local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;

- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

What portions of the Education Department General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

34 C.F.R. Part 74 - Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations; 34 C.F.R. Part 75 - Direct Grant Programs; 34 C.F.R. Part 76 - State-Administered Programs; 34 C.F.R. Part 77 - Definitions that Apply to Department Regulations; 34 C.F.R. Part 80 - Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments; 34 C.F.R. Part 82 - New Restrictions on Lobbying; 34 C.F.R. Part 85 - Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants); and 34 C.F.R. Part 99 - Family Educational Rights and Privacy.

In addition to the portions of EDGAR noted above, the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement released in March 2003 identifies 34 C.F.R. Part 79 - Intergovernmental Review of Department of Education Programs and Activities and 34 C.F.R. Part 81 - General Education Provisions Act-Enforcement as applicable to the 21st CCLC program. Circular A-122 Cost Principles for Nonprofit Organizations also applies to the 21st CCLC program.

The EDGAR regulations can be found at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. The OMB circulars can be found at <http://www.whitehouse.gov/omb/circulars/index-education.html>.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act (<http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>) to ensure that their proposed community learning center program and facility is accessible to persons with disabilities.

ADDITIONAL INFORMATION

What is the definition of a “community-based organization”?

As defined in section 14101(4) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

What are the components of a high-quality after-school program?

According to the U.S. Department of Education publication, *Afterschool Programs: Keeping Children Safe and Smart*, there are eight components that are generally present in high-quality after-school programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality After-School Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and After-School Personnel
- Evaluation of Program Progress and Effectiveness

Applicants are encouraged to address as many of these components as possible in their application narrative. This document can be found at <http://www.ed.gov/pubs/afterschool/afterschool.pdf>.

Where can additional information or resources be found that would be useful in developing a community learning center?

These selected resources and accompanying descriptions are listed on the U. S. Department of Education Web site:

The National Institute on Out-of-School Time (<http://www.niost.org/>) provides research and materials to assist applicants for 21st CCLC grants.

The School Age Care List (SAC-L) (<http://ecap.crc.uiuc.edu/listserv/sac-l.html>) is an online discussion for people interested in school-age care planning, resources, activities, funding, staff and staff development, and related subjects. It is co-owned by the National Institute on Out-of-School Time (NIOST) at the Center for Research on Women at Wellesley College and by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE).

The Institute for Urban and Minority Education (<http://iume.tc.columbia.edu/>) provides information on program development, evaluation, and professional development.

The North Central Regional Educational Laboratory (NCREL) (<http://www.ncrel.org/after/>) maintains a Web site with information on resources for After-School planning. This organization is one of 10 regional educational laboratories sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education.

The Promising Practices in Afterschool (<http://www.afterschool.org/index.cfm>) Web site maintains a database of After-School enrichment activities and a listserv for program staff and program directors to share information and ideas about quality programming.

The Finance Project (<http://www.financeproject.org>) provides information and resources on evaluating and sustaining After-School programs.

APPLICATION SUBMISSION

GRANT APPLICATION SUBMISSION STANDARDS/FORMAT

Application format: 12 point type, Times New Roman font, double spaced, 1” margins, 20 page limit to Program Narrative. Submit one original and five copies of the application. Staple the application in the upper left hand corner only. Do not three hole punch or enclose in a binder.

The completed application must be submitted in the following order and include all forms:

1. Application Cover Sheet (pages 1 and 2)
2. Abstract
3. Program Narrative
4. Required Forms
 - i. Budget Request
 - ii. Budget Narrative
 - iii. After-School Activity Form (one form only, as an example of a typical activity)
 - iv. Collaboration and Partnership Information
 - v. Statement of Participation and Support
 - vi. Assurances
5. Appendix

Failure to follow Grant Application Submission Standards/Format will result in a reduction in the overall score or the disqualification of the application.

Appendix:

An appendix, limited to the following, should accompany each application:

- a) Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the partnership or the activities/services proposed in the narrative section of the application. The information should be specific to the type(s) of activity being proposed in the application.
- b) Equitable Access and Participation. Section 427 of the General Education Provisions Act (GEPA) requires every applicant (other than an individual person) to include in its application a description of the steps the applicant proposes to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. Refer to pages 43 – 44 for additional information on GEPA.
- c) Letters of commitment or memoranda of understanding from partnering organizations.

Other attachments to the application are strongly discouraged. Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above.

Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant. Do not include the U.S. Department of Education 21st CCLC guidance included in this application packet on pages 15 through 18.

**21st CENTURY COMMUNITY LEARNING CENTERS
GRANT APPLICATION PACKAGE CHECKLIST
CLOSING DATE: August 30, 2006**

CHECKLIST:

- Have you included one original and five copies of the complete application?
- Have you prepared the application according to the format standards that must be observed throughout the application?
- Does the Program Narrative contain no more than 20 pages? (The Program Narrative does not include the required forms, abstract, and appendix.)
- Have you submitted all required forms (without modification of the forms) listed below?
 - ☐ The *Application Cover Sheets*, completed according to the instructions approved and signed by an authorized official prior to submission?
 - ☐ The *Abstract* (single page only - **suitable for publication**) The abstract is a one-page overview of the planned project that will be used to provide information to the public about the program. This overview summarizes the key elements and overall purpose of the proposed 21st CCLC program. It is not a statement of the need for the program.
 - ☐ The *Budget Request*
 - ☐ The *Budget Narrative*
 - ☐ The *After-School Activity Form*
 - ☐ The *Collaboration and Partnership Information*
 - ☐ The *Statement of Participation and Support* (It is suggested that all partners sign the form at one of the planning meetings.)
 - ☐ The *Assurances*

This form should not be submitted with the application.

MAIL/HAND DELIVERY INSTRUCTIONS

An original and five copies of the application must be received at the address listed below before 4 p.m. on August 30, 2006, or postmarked (U.S. Postal Service) by August 30, 2006. Incomplete or late applications will not be accepted. Faxed or e-mailed applications will not be accepted.

All program and budget questions should be directed to Duane C. Sergent (804) 371-2929 or by fax at (804) 371-7347. Mr. Sergent's e-mail address is Duane.Sergent@doe.virginia.gov.

Mailing address:

Mr. Duane C. Sergent
Virginia Department of Education
Division of Instruction
P. O. Box 2120
Richmond, Virginia 23218-2120

Delivery address:

Mr. Duane C. Sergent
Virginia Department of Education
Division of Instruction
James Monroe Building - 23rd Floor
101 North 14th Street
Richmond, Virginia 23219

REQUIRED FORMS

Application Cover Sheet (Page 1 of 2)
21st CCLC (FY 06-07 RFP)

The applicant(s) designated below hereby applies for a grant of federal funds to provide opportunities for academic enrichment to help students attending eligible schools to meet state and local academic achievement standards in core academic subjects; to provide a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students; and to offer families of students served opportunities for literacy and related educational development.

Applicant Agency Name (Fiscal Agent):

Co-Applicant Agency Name:

Mailing Address (Street, City, Zip Code):

Mailing Address (Street, City, Zip Code):

Division Superintendent/Chief Executive Officer (circle one)
Typed Name:

Division Superintendent/Chief Executive Officer (circle one)
Typed Name:

Contact Name:

Contact Name:

Contact's Telephone No.: ()
Fax No.: ()
E-mail:

Contact's Telephone No.: ()
Fax No.: ()
E-mail:

**THIS APPLICATION REPRESENTS A CLAIM FOR FEDERAL FUNDS AND, AS SUCH, SHOULD BE PROPERLY
AUTHORIZED BY THE APPROPRIATE GOVERNING BODY.**

AUTHORIZATION AND CERTIFICATION

The filing of this application has been authorized by the governing board of the agency and the undersigned representatives have been duly authorized by formal action of said board to file this application, for, and in behalf of, said agency and otherwise to act as the authorized representatives of the agency in connection with this application.

Further, the undersigned hereby certifies that the information in this application is correct and complete. Assurances to the Virginia Department of Education will be executed as applicable and 21st CCLC project operation will comply with current federal law and regulations and the provisions of this application as approved.

Signature of Superintendent/Chief Executive Officer

Date

Signature of Superintendent/Chief Executive Officer

Date

Application Cover Sheet (Page 2 of 2)
21st CCLC (FY 06-07 RFP)

School(s) to Be Served/Grade Level	Accreditation/AYP Status	Free/Reduced Lunch Percentage

1. Total number of students to be served by this grant application: _____

(NOTE: This number may be different from the total school population.)

2. Total number of 21st CCLC program sites/locations: _____

(List sites below. If the 21st CCLC site is a non-school facility, include the street address of the site. Add an additional sheet if necessary.)

3. Total number of family members to be served by the 21st CCLC Funds: _____

(NOTE: Do not include the students counted in item #1 in the response to item #3.)

☐ Check if students or family members will be charged a fee to participate in the center and indicate amount.
 \$_____ (Funds generated by fees must be expended during the school year in which the fees are collected.)

4. Date program will begin: _____

5. Total Amount of Grant Funds Requested for FY 06-07 (year one only): \$_____ (This total must equal the amount on Line #12 of Budget Request Form)

Program Types/Activities to be Offered: Check all that apply. (NOTE: All activities need not be offered but if checked, should be addressed within the application as part of the program.)

<input type="checkbox"/> Academic Support/Enrichment	<input type="checkbox"/> Mathematics/Science Activities	<input type="checkbox"/> Music, Arts, and Drama
<input type="checkbox"/> Entrepreneurial Programs	<input type="checkbox"/> Remedial Education Activities	<input type="checkbox"/> Parent Involvement
<input type="checkbox"/> Tutoring/Mentoring	<input type="checkbox"/> Technology and Telecommunications	<input type="checkbox"/> Recreation
<input type="checkbox"/> Family Literacy/Education	<input type="checkbox"/> LEP Instruction	<input type="checkbox"/> Truancy Prevention
<input type="checkbox"/> Expanded Library Hours	<input type="checkbox"/> Drug/Violence Prevention, Counseling, Character Education	

Applicant Name: _____ (FY06-07 RFP)

Abstract: Summarize the key elements and overall purpose of the proposed 21st CCLC program. (Limit to this page only.)

Applicant Name: _____ (FY06-07 RFP)

**BUDGET REQUEST
21st CCLC FUNDS**

Budget Categories	Project Year 1 FY06-07 Request
1. Personnel Services (1000)	
2. Fringe Benefits (2000)	
3. Contractual (3000)	
4. Evaluation (3000)	
5. Professional Development (3000)	
6. Internal Services (4000) (School division use only)	
7. Travel (5000)	
8. Supplies (6000)	
9. Equipment (8000)	
10. Total Direct Costs (Lines 1-9)	
11. Indirect Costs (5000) (approved rate)* _____ (indicate rate)	
12. Total Costs [The amount in this column must equal the amount requested for year 1 on page 2 of the application cover sheet] (Lines 10-11)	

A description of the expenditures listed above should be included in the Program Narrative: Management Plan/Budget and/or Budget narrative. Although matching funds are not required, applicants should include a brief description of the in-kind resources being provided towards the implementation of this project on the Collaboration & Partnership Information forms.

The approved indirect cost rate is the rate on file with the Virginia Department of Education. Non-school division applicants serving as the fiscal agent must have an approved indirect cost rate in compliance with **Education Department General Administrative Regulations (EDGAR) 34 C.F.R. §75.560.*

Applicant Name: _____ (FY06-07 RFP)

BUDGET NARRATIVE

21st CCLC Proposal

Page 1 of 2

(Do not include in-kind funds on this form. Round figures to nearest dollar.)

Applicant:

1000 Personnel Services

\$

Describe:

2000 Employee Benefits

\$

Describe:

3000 Purchased Services

\$

Describe:

4000 Internal Services

\$

Describe:

Applicant Name: _____ (FY06-07 RFP)

BUDGET NARRATIVE
21st CCLC Proposal
Page 2 of 2

(Do not include in-kind funds on this form. Round figures to nearest dollar.)

5000 Other Charges

\$

Describe:

6000 Materials and Supplies

\$

Describe:

8000 Capital Outlay

\$

Describe:

TOTAL

\$

Applicant Name: _____ (FY06-07 RFP)

After-School Activity Template
(Submit only one form as an example of a typical activity planned in the program)

Activity Title/Topic:
High Quality Program Criteria Addressed (can be more than one):
Brief Activity Description (25 words or less):
Target audience (i.e., fourth graders, parents, second-grade girls, etc.):
Activity Timeframe (daily, monthly, etc.):
Anticipated Outcome:

Applicant Name: _____ (FY06-07 RFP)

Collaboration and Partnership Information
(Complete one sheet for each partner included in the application.)

Name of Partner Group/Organization	Description of Services and Support to be Provided (Indicate the value of the contribution in \$ amounts)
Name:	
Address:	
Phone:	
Fax:	
E-mail:	

Applicant Name: _____ (FY06-07 RFP)

Statement of Participation and Support

*** I/We have participated in the planning and design of this project, agree to support and participate in the activities outlined in this application, and comply with all applicable state and federal regulations.** (NOTE: A faxed signature is acceptable for inclusion in the application. The fiscal agent must maintain the original signature on file if the faxed signature page is included in the application.)

LEGAL NAME OF PARTICIPATING AGENCIES	AUTHORIZED SIGNATURE *

ASSURANCES

I hereby submit that these assurances and the programs they represent were presented to and approved by the	
on	Date
(Name of Governing Body/Board/Authority)	

Signature

Date

The _____ (applicant) hereby assures that:

1. The applicant will administer the 21st CCLC project in accordance with all applicable statutes, regulations, program plans and applications.
2. The applicant will adopt and use proper methods of administering the 21st CCLC, including:
 - (a) the enforcement of any obligations imposed by law;
 - (b) the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and
 - (c) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
3. The applicant will complete any evaluation of the 21st CCLC program conducted by or for the Virginia Department of Education (VDOE), the US Secretary of Education, or other federal officials.
4. The applicant will use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with VDOE accounting practices.
5. The applicant will:
 - (a) make reports to the VDOE and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties;
 - (b) maintain such records, provide such information, and afford access to the records as the VDOE and the Secretary may find necessary to carry out their responsibilities;
 - (c) provide parents of children receiving services and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand;
 - (d) ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards; and
 - (e) ensure that all instruction and content under this subsection are secular, neutral, and non-ideological.
6. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7. The applicant will make equitable access to and equitable participation in the programs activities to be conducted with such assistance addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age (General Education Provision Act [GEPA] Section 427).
8. The applicant will comply with the Debarment, Suspension, and Other Responsibility Matters regulation (34 CFR 85.110), the Single Audit Act, the Civil Rights Act of 1964, the Americans With Disabilities Act of 1990, and the Gun-Free Schools Act of 1994 (Reauthorized the *No Child Left Behind Act of 2001*).
9. The applicant will not utilize any federal funds to lobby Congress or any federal agency.
10. The applicant will meet all applicable federal, state, and local health, safety, and civil rights laws.

11. The program will take place in a safe and easily accessible facility.
12. The proposed program was developed and will be carried out, in active collaboration with the schools the students attend.
13. The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students.
14. That funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities.

APPENDICES

APPENDIX A

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for recording expenditures of the sub-grantee for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditure of funds, contact the program coordinator in the Virginia Department of Education or refer to the federal legislation.

OBJECT CODES

1000 **Personnel Services. Salaries and Wages for Administration, Teachers, Paraprofessionals, Other.**
Compensation for the direct labor of persons in employment of the education agency. Salaries and wages paid to employees, including substitute teachers, for full- and part-time work. Payment of stipends for teachers attending staff development activities when they are not under contract. Payments to persons for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 **Employee Benefits. Fixed Charges (Administrative and Instructional).**
Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 **Purchased/Contractual Services. Evaluation Services, Professional Development, Supportive Services (Medical/Dental/Clothing), Other.**
Supportive Services acquired from outside sources (health, dental, eyeglasses). Any professional development services, contracted therapists, private vendors, expenditures for tuition, or any evaluation component.

NOTE: TITLE IV, Part B funds may not be used to pay for medical, dental, or clothing costs.

4000 **Internal Services. Pupil Transportation, Food Service, Other.** (For school division use only.)
Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management

5000 **Other Charges. Travel (Staff/Administrative), Maintenance of Plant, Operation of Plant, Indirect Costs, Other.**
Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, Indirect Costs, and Other.

NOTE: Indirect costs cannot be claimed against capital outlay and replacement equipment. **TITLE IV, Part B** indirect costs must be charged to this object code. These costs must be based on the approved indirect cost rate. These indirect costs must be attributable to the direct costs to the program against which they are charged.

6000 **Materials and Supplies. Administrative, Instructional.**
Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized (i.e., instructional materials, administrative supplies, etc.). This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 **Capital Outlay. Equipment for Instruction, Buildings, Remodeling, All Other Equipment.**
Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold. (Examples include computers; audio, video, electronic equipment, and all peripheral devices; classroom furnishings; early childhood equipment; buildings; and remodeling).

NOTE: TITLE IV, Part B funds cannot be expended for buildings or remodeling.

APPENDIX B

Public Law 107-110 Part B 21ST Century Schools

TITLE IV, PART B—21st Century Community Learning Centers

SEC. 4201. PURPOSE; DEFINITIONS.

(a) **PURPOSE-** The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that —

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

(b) **DEFINITIONS-** In this part:

(1) **COMMUNITY LEARNING CENTER-** The term community learning center means an entity that —

- (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after-school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and
- (B) offers families of students served by such center opportunities for literacy and related educational development.

(2) **COVERED PROGRAM-** The term covered program means a program for which —

- (A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and
- (B) the grant period had not ended on that date of enactment.

(3) **ELIGIBLE ENTITY-** The term eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

(4) **STATE-** The term State means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. ALLOTMENTS TO STATES.

(a) RESERVATION- From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve —

- (1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);
- (2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and
- (3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS-

- (1) DETERMINATION- From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.
- (2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS-

- (1) IN GENERAL- Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.
- (2) STATE ADMINISTRATION- A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for —

(A) the administrative costs of carrying out its responsibilities under this part;

(B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and supervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

(3) STATE ACTIVITIES- A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:

- (A) Monitoring and evaluation of programs and activities assisted under this part.
- (B) Providing capacity building, training, and technical assistance under this part.
- (C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.
- (D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

SEC. 4203. STATE APPLICATION.

(a) IN GENERAL- In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that —

- (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;
- (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
- (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve —
 - (A) students who primarily attend —
 - (i) schools eligible for schoolwide programs under section 1114; or
 - (ii) schools that serve a high percentage of students from low-income families; and
 - (B) the families of students described in subparagraph (A);
- (4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
- (5) describes how the State educational agency will ensure that awards made under this part are —
 - (A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
 - (B) in amounts that are consistent with section 4204(h);
- (6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
- (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
- (8) contains an assurance that the State educational agency —
 - (A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and
 - (B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;
- (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds

expended to provide programs and activities authorized under this part and other similar programs;

(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

(11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after-School (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;

(12) describes the results of the State's needs and resources assessment for before and after-School activities, which shall be based on the results of on-going State evaluation activities;

(13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum —

(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and

(B) public dissemination of the evaluations of programs and activities carried out under this part; and

(14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

(b) **DEEMED APPROVAL**- An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

(c) **DISAPPROVAL**- The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.

(d) **NOTIFICATION**- If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall —

(1) give the State educational agency notice and an opportunity for a hearing; and

(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall —

(A) cite the specific provisions in the application that are not in compliance; and

(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(e) **RESPONSE**- If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of —

(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

- (2) the expiration of the 120-day period described in subsection (b).
- (f) FAILURE TO RESPOND- If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

(a) IN GENERAL- A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

(b) APPLICATION-

(1) IN GENERAL- To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

(2) CONTENTS- Each application submitted under paragraph (1) shall include--

(A) a description of the before and after-School or summer recess activities to be funded, including--

(i) an assurance that the program will take place in a safe and easily accessible facility;

(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and

(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

(B) a description of how the activity is expected to improve student academic achievement;

(C) an identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;

(D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;

(E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);

(F) an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;

(G) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

- (I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- (J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;
- (K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- (L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- (M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and
- (N) such other information and assurances as the State educational agency may reasonably require.

(c) **APPROVAL OF CERTAIN APPLICATIONS-** The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

(d) **PERMISSIVE LOCAL MATCH-**

(1) **IN GENERAL-** A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.

(2) **SLIDING SCALE-** The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account--

(A) the relative poverty of the population to be targeted by the eligible entity; and

(B) the ability of the eligible entity to obtain such matching funds.

(3) **IN-KIND CONTRIBUTIONS-** Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

(4) **CONSIDERATION-** Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

(e) **PEER REVIEW-** In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.

(f) **GEOGRAPHIC DIVERSITY-** To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

(g) DURATION OF AWARDS- Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.

(h) AMOUNT OF AWARDS- A grant awarded under this part may not be made in an amount that is less than \$50,000.

(i) PRIORITY-

(1) IN GENERAL- In awarding grants under this part, a State educational agency shall give priority to applications--

(A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and

(B) submitted jointly by eligible entities consisting of not less than 1--

(i) local educational agency receiving funds under part A of title I; and

(ii) community-based organization or other public or private entity.

(2) SPECIAL RULE- The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

SEC. 4205. LOCAL ACTIVITIES.

(a) AUTHORIZED ACTIVITIES- Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after-School activities (including during summer recess periods) that advance student academic achievement, including —

(1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;

(2) mathematics and science education activities;

(3) arts and music education activities;

(4) entrepreneurial education programs;

(5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

(6) programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;

(7) recreational activities;

(8) telecommunications and technology education programs;

(9) expanded library service hours;

(10) programs that promote parental involvement and family literacy;

(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

(12) drug and violence prevention programs, counseling programs, and character education programs.

(b) PRINCIPLES OF EFFECTIVENESS-

(1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall —

(A) be based upon an assessment of objective data regarding the need for

before and after-school programs (including during summer recess periods) and activities in the schools and communities;

(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and

(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

(2) PERIODIC EVALUATION-

(A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

(B) USE OF RESULTS- The results of evaluations under subparagraph

(A) shall be —

(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

(ii) made available to the public upon request, with public notice of such availability provided.

SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated —

(1) \$1,250,000,000 for fiscal year 2002;

(2) \$1,500,000,000 for fiscal year 2003;

(3) \$1,750,000,000 for fiscal year 2004;

(4) \$2,000,000,000 for fiscal year 2005;

(5) \$2,250,000,000 for fiscal year 2006; and

(6) \$2,500,000,000 for fiscal year 2007.

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